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ABSTRACT

This report details the continuation and expansion of four special education programs in Saginaw, Michigan, which received Public Law 94-142 funding during the 1990-91 school year. The four programs are the Severely Emotionally Impaired (SEI) program, Program Expansion, Program Find, and the Pre Primary Impaired (PPI) program. Information provided for the SEI program covers staffing, academic instruction, student behavior modification, student employment, student recreational activities, staff development, and home contacts. Services were provided to 42 SEI students and all objectives were met. Information provided for Program Expansion, which served 163 elementary level disabled students, covers staffing, instructional services, and staff inservices. Two of this progrm's three objectives were met. Project Find data include information on staffing, initial responses, outside referrals, parent contacts, third party contacts, screening, and diagnosis. Five of this project's six objectives were met. Data on hiring and delivery of special education services are provided for the pre-primary impaired program, which served 27 children and met both of its objectives. Recommendations for each program are also provided. Eighteen appendices present detailed data on the programs including definitions and criteria, behavioral changes in SEI students, SEI staff inservice attendance, annual goals and short term instructional objectives, the Project Find process, and sources of third party referrals. (DB)

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EVALUATION REPORT

SEVERELY EMOTIONALLY IMPAIRED/
PROGRAM EXPANSION/
PROJECT FIND/
PRE-PRIMARY IMPAIRED

PRODUCT EVALUATION REPORT

1990-1991

DEPARTMENT OF EVALUATION SERVICES
- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

Saginaw, Michigan

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SEVERELY EMOTIONALLY IMPAIRED/
PROGRAM EXPANSION/
PROJECT FIND/
PRE-PRIMARY IMPAIRED

PRODUCT EVALUATION REPORT

1990-1991

An Approved Report of the

Department of Evaluation, Testing and Research

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INTRODUCTION

For the 1990-91 school year, the School District of the City of Saginaw received $627,661 in flow-through monies under Public Law 94-142[1]. This funding was for the continuation and expansion of the special education services offered under four programs: the Severely Emotionally Impaired (SEI) Program, Program Expansion, Project Find, and the Pre Primary Impaired program (PPI)[2].

For each of these programs, activities were mandated in the grant. The SEI program was responsible for seven primary activities:

1. To employ four teachers, two teacher aides, and one social worker (one of the teachers was to serve as a teacher/coordinator);
2. To provide instructional services to secondary level SEI students;
3. To provide a program of behavioral modification for the students;
4. To provide and coordinate work experiences for the students;
5. To provide social/recreational activities for the students;
6. To provide inservices for its staff members; and
7. To maintain monthly contact with the parent/guardian(s) of each of the students.

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[1]Public Law 94-142: Education for All Handicapped Children.

[2]Specifically, the district received $130,000 for SEI, $418,177 for Progam Expansion and Project Find, $77,633 for PPI, and $1,911 for professional development within these programs.

Program Expansion was responsible for three primary activities.

1. To employ 14 certified special education teachers and six teacher aides. The specific number and type of certification was as follows:

   - Seven certified to work with learning disabled (LD) students;

   - Two certified to work with emotionally impaired (EI) students;

   - Five certified to work with educable mentally impaired (EMI) students; and

   - One of these teachers was also to be certified to work with physically and otherwise health impaired (POHI) students.

2. To provide instructional services to elementary level LD, EI, EMI, and POHI students.

3. To provide inservices to its staff members.

Project Find was responsible for four primary activities.

1. To employ one coordinator/diagnostician, one psychologist, and one aide.

2. To screen potentially handicapped students between the ages of 0 and 25, inclusive.

3. To establish contact with the parent/guardian(s) of each potential client and, when necessary, provide referrals to other departments or agencies.

4. To coordinate these activities in such a way that the services are provided efficiently and within mandated timelines.

The PPI program was responsible for two primary activities.

1. To employ one PPI certified teacher and one aide.

2. To provide services which meet the needs specified on each pre-primary student's individual educational plan (IEP).

Direct services were provided to 459 students/clients through these four programs. (In the previous year, 411 clients/students were served.)

In the next section, the procedures used to evaluate these programs will be described.

EVALUATION PROCEDURES

In June, 1991, personnel from each program submitted (or made available) 1990-91 program records to the evaluation department. These and personnel records were used to evaluate the performance of each program. The records submitted were as follows:

SEI program - data detailing the performances -- both in and out of the classroom -- of students and program personnel;

Program Expansion - 1) attendance and agenda of the inservices attended by Program Expansion teachers; and 2) student performance data from all 14 teachers;

Project Find - a copy of the program log book which contained entries detailing what activites had occurred with regard to each referral and when those activities had taken place (vis-a-vis mandated time lines); and

The PPI Program - individual student (IEP's), teacher, and therapists records which specified student needs and program activities vis-a-vis those needs.

The balance of this text is divided into four sections detailing, respectively, the SEI program, Program Expansion, Project Find and the PPI program. Each section contains an assessment of the respective program's performance in each of its mandated activities, using the performance standards specified in the grant as criteria. Each section also contains separate summary statements and recommendations.

THE SEVERELY EMOTIONALLY IMPAIRED PROGRAM

For the fourteenth consecutive year, the School District of the City of Saginaw operated a county-wide program for secondary level, Severely Emotionally Impaired (SEI) students. (See Appendix A for a definition of a SEI student and the local criteria for such a student's acceptance into the program.) This program served students in a self-contained, educational setting located at 1300 E. Holland Street, Saginaw, Michigan.

Forty-five SEI students were enrolled in the program. Forty (88.9%) were male and 5 (11.1%) were female. Twenty-two (48.9%) were Black, 20 (44.4%) were White, two (4.4%) were Hispanic, and one (2.2%) was Oriental. Students enrolled in the program from ten districts in the county, and 30 (66.7%) came from the City of Saginaw. Ten (22.2%) withdrew and three (6.7%) transferred from the program prior to the end of the school year.

A comparison of student enrollment data over the past six years indicated the following points.

- Student enrollment has fluctuated from 41 to 46.
- Within each of the years, from approximately one half to two thirds of the students resided in the City of Saginaw.
- The percent of students leaving the program prior to the end of the year has been fluctuating. Beginning in 1986-87, it was 34.8% and in 1987-88, the percent declined to 20.5%. In 1988-89, it rose to 26.8% and last year it rose again to 31.0%. This year, it declined to 28.9%.

STAFFING

The SEI program was supervised by the Director of Student Support Services, and a building-based teacher/coordinator directed the daily activities. Three teachers, one social worker, and two aides comprised the remainder of the staff. This met the staffing objective stated in the grant.

ACADEMIC INSTRUCTION

Students attended school for half-day sessions[3]. During each semester, instruction was focused on three content areas. In the first semester, instruction was offered in English, civics, and science. In the second semester, the content areas were: mathematics, history, and shop. Work study, as appropriate, was provided in both semesters.

The grant mandated that 100% of the program's participants would receive the special education programs/services specified in their IEP's. Attainment of this objective was assessed by reviewing each student's IEP and grade reports to determine if the specified instruction was being provided. Such information was available for 29 of the 42 (69.0%) students[4], and the review indicated that, during the time they were in the program, all of these students received their required instruction.

The instructional services objective was attained.

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[3]According to the needs specified in their IEP's, some students were mainstreamed or placed in a work-related activity for the other half of the day.

[4]Grade reports were unavailable for students who left the program prior to the end of the first semester.

STUDENT BEHAVIOR MODIFICATION

A six level, behavior modification system was used by the staff. This system provided incentives for the SEI students to improve their conduct and academic achievement, and measures for the staff to assess the degree of student improvement. A description of the system appears in Appendix B.

The grant mandated that 50% of the students enrolled in the SEI program for at least 18 weeks would demonstrate a positive change of at least one behavioral level. Thirty-one of the 42 (73.8%) students were enrolled 18 or more weeks. Of these, 21 (67.7%) evidenced at least this much growth, with the mean gain being 1.6 behavioral units (standard deviation = 1.1). (Appendix C presents the lowest and highest levels and change for each of these 31 SEI students.)

The behavior modification objective was met.

STUDENT EMPLOYMENT

To aid in developing appropriate work habits, work or work-related experiences were provided for those SEI students at or above Level II of the behavior modification system (referred to above and described in Appendix B). A variety of employers (a list appears in Appendix D) provided jobs for those students.

The criterion for student employment stated in the grant was that up to 50% of the SEI students who were enrolled in the program by February 4, 1991, and had been enrolled for at least 18 weeks would be employed for a period of at least three consecutive months. A record of student entry dates revealed that 28 students had been enrolled by that date and had completed 18 weeks of participation. The employment record for these 28 students provided evidence that the actual lengths of employment ranged from zero to 8.0 consecutive

months, with an average of 6.0 (standard deviation = 2.0). (Appendix E presents a frequency distribution of these lengths.) Eighteen of these 28 students (64.3%) worked three or more consecutive months, exceeding the criterion and attaining the objective.

STUDENT RECREATIONAL ACTIVITIES

In order to promote increased student awareness of the community's recreational activities and appropriate social behavior in those settings, the program's schedule included recreational/social activities on each Friday for those students who earned the privilege to participate.

Assessments of student behavior were recorded for each week of the school year. For these recording purposes, the week began on Friday and ended on the following Thursday. This allowed the staff to determine on Thursday each student's eligibility for the next day's activities. In order to be eligible, a student needed to be at or above Level II of the behavior modification system (referred to above and described in Appendix B) and needed to have earned at least 75% of her or his weekly behavior points. (Based upon a consideration of individual circumstances, some students who had earned less than 75% of the behavior points were granted eligibility.)

A review of the program's activities log demonstrated 39 activities days were held during the year. The grant mandated that on 75% of these days, at least 50% of the enrolled SEI students above Level I of the behavioral modification system would be eligible to participate. An examination of the student eligibility records revealed how frequently at least 50% of the Level II-VI students in the program during a given week were eligible to participate in the activities of that week. This occurred on all 39 (100.0%) activities days, meeting this objective. (Appendix F contains a list of the activities.)

STAFF DEVELOPMENT

To maintain two-way communication between the program supervisor and the program staff, the grant mandated that a minimum of three meetings would be held during each semester of the project year (six meetings in all). Documentation submitted by the program supervisor demonstrated that seven meetings were held, four during the first semester and three during the second. Copies of the meetings' log and agendas were examined to determine the attendance and topics addressed at them. (Appendix G contains an attendance count for each of these meetings and Appendix H contains a list of the major topics.)

The documentation submitted confirmed that the staff meetings objective was attained.

HOME CONTACTS

To maintain contact between the program staff and the parents of SEI students, the grant mandated that home contacts will be made each month for at least 90% of the enrolled students. Logs were kept to record the instances of home contacts per month from September, 1990 to June, 1991. A review of those logs revealed that during each month home contacts were made for all (100.0%) students. This is the fourth consecutive year in which this occurred. (Appendix I contains the percent of home contacts for each month in 1990-91.)

The home contacts objective was attained.

THE SEVERELY EMOTIONALLY IMPAIRED PROGRAM: SUMMARY

This year marks the fourteenth consecutive year when the School District of the City of Saginaw operated a county-wide program to serve the needs of Severely Emotionally Impaired (SEI) students. The services this program provided included: academic instruction fitting the students' individual needs, behavioral modification, employment and recreational opportunities, and home contacts with the students' parents/guardians. During 1990-91, 42 SEI students received services.

The grant specified seven main objectives for the program. The chart below offers a summary of the program's attainment of them.

Objective	Criterion Attained
Staffing	Yes
Academic instruction	Yes
Student behavior modification	Yes
Student employment	Yes
Student recreational activities	Yes
Staff development	Yes
Home contacts	Yes

The chart illustrates that all of the seven (100.0%) objectives were attained. This is the fifth consecutive year in which this occurred.

For 14 years, this program has continued to demonstrate itself as a viable alternative for the education of SEI students.

THE SEVERELY EMOTIONALLY IMPAIRED PROGRAM: RECOMMENDATIONS

Based upon the data reported in this review, and conversations with staff members, the recommendations below are offered. However, it should also be noted that these recommendations are not meant to be exhaustive; their aims may be attainable through other means. The supervisor and staff may want to consider what other means are available and should seek assistance from the Department of Evaluation, Testing, and Research.

- Consideration should be given to examining why there is a notable fluctuation in yearly attrition rates. If possible, elements which helped to increase the "holding power" of the program should be incorporated into the program.

- Continue the use of both the newer and the older data collection instruments. The older instruments allow for continuity of record keeping which is valuable for any longitudinal analyses. The newer instruments, when kept up to date, allow for more concise data description which, in turn, provides the staff with a readily available description of the progress the program is making against its objectives' criteria.

PROGRAM EXPANSION

During 1990-1991, Program Expansion provided instructional services to 163 elementary level students. These students were classified as either learning disabled (LD), emotionally impaired (EI), educable mentally impaired (EMI), or physically and otherwise health impaired (POHI). They were served in 14 classroom sites located in 12 different school buildings, with each classroom serving between 10 and 17 students (modal class size = 10).

STAFFING

A review of employment records verified that 14 special education certified teachers and six aides were employed to work in the program. The records also verified that seven of these teachers were certified to work with LD students (one of whom was also certified to work with POHI students), five were certified to work with EMI students, and two were certified to work with EI students.

The staffing objective was met.

INSTRUCTIONAL SERVICES

Instructional programs which met the needs of each student (as specified within each student's IEP) were to be provided. Programs for each student were outlined by selecting individualized objectives based upon needs in six subject areas[5].

[5]The six identified subject areas were psychomotor, social/emotional, language/reading/language arts, mathematics, science, and social studies.

There were some variations between the students with regard to the number of identified objectives. This resulted from differences in individualized programs, types of student disabilities, dates of student enrollment, and/or the amount of mainstreaming. (A copy of the Annual Goals and Short-Term Instructional Objectives summary sheets appears in Appendix J.)

The degree of student mastery of these objectives was measured through the use of various teacher-made and commercially available examination instruments. The instructional services objective criterion of the grant was that 75% of the students in each classroom site would attain at least 70% of their objectives. The criterion applied to students enrolled in the program on or before January 31, 1991, and students enrolled subsequent to that time were not considered in the analysis.

Examination of the Annual Goals and Short-Term Instructional Objectives summary sheets for each student verified that IEP's and programs were written for all of the 163 (100.0%) students in the sample.

Table 1 below, presents the number and percent of these students who met the 70% attainment standard, by classroom site . Appendix K contains a more detailed account of this information.

TABLE 1. NUMBER AND PERCENT OF PROGRAM EXPANSION STUDENTS MEETING THEIR INDIVIDUALIZED OBJECTIVES CRITERION* BY CLASSROOM SITE, 1990-91.

Classroom Site	Number of Students[1]	Number and Percent Of Students Meeting Their Criterion[2]	Site Criterion Met/Unmet[3]
1	10	9 (90.0)	Met
2	10	8 (80.0)	Met
3	11	11 (100.0)	Met
4	12	3 (25.0)	Unmet
5	17	8 (47.1)	Unmet
6	14	11 (78.6)	Met
7	14	0 (0.0)	Unmet
8	10	10 (100.0)	Met
9	16	14 (87.5)	Met
10	8	1 (12.5)	Unmet
11	10	10 (100.0)	Met
12	12	12 (100.0)	Met
13	10	8 (80.0)	Met
14	9	2 (22.2)	Unmet
TOTAL	163	107 (65.6)	Unmet

[1]The number of students does not include those students who entered the program after January 31, 1991.

[2]Criterion: Attainment of at least 70% of their objectives.

[3]Site criterion: 75% of the students will attain at least 70% of their objectives.

From Table 1, it can be noted that:

- Nine of the fourteen (64.2%) sites attained their performance standard, and
- The percent of students within a classroom site attaining their criterion ranged from zero to 100.

Considering these points, it can be concluded that this objective was not attained.

A review of classroom site attainment results over the previous three years[6] revealed that 66.7%, 35.7%, and 14.3%[7] of the sites attained the standard, in 1987-88, 1988-89, and 1989-90, respectively. The 1990-1991 results of 64.2% reflect a increase from previous two year's attainment rates.

Appendix L presents the number and percent of students attaining objectives, by quartiles. A review of that table illustrates that 102 of the 163 students[8] (62.6%) met 75% or more of their objectives, which is a decrease from last year (33 of 85; 38.8%)[9]. Further, over eighty percent (132; 81.0%) of the Program Expansion students met more than half of their individualized objectives.

When examining and interpreting these results, the reader should bear in mind certain aspects of the data. First, at the time of the annual review, the objectives chosen for a student to master in the succeeding year were, in

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[6] The longitudinal data, not presented in tabular form here, were obtained from product evaluation reports conducted in those respective years.

[7] The 1989-90 figure was taken from a sample of sites and may not accurately reflect program performance that year.

[8] This number does not include students who entered the program after January 31, 1991.

[9] Not all students served were considered in the 1989-90 analysis, see footnote 7.

essence, an estimate of what that student might attain. Second, such problems as absenteeism, tardiness, and behavioral difficulties might interfere with instruction but not be obviously reflected in the assessment of students' achievements.

Even though the instructional services objective was not attained, it can be noted that, based upon this data, the program has had a positive impact on the students it served.

STAFF INSERVICES

The criterion for meeting the inservice needs of the staff was that at least five inservices would be held and that 10 teachers would participate in at least five inservice sessions. A total of 10 inservices were held during 1990-91. A review of attendance logs from those sessions demonstrated that 11 of the 14 (78.6%) teachers attended five or more sessions. Thus, the criterion was attained. Appendix M contains a frequency distribution by teacher of the number of sessions attended.

PROGRAM EXPANSION: SUMMARY

During 1990-91, Program Expansion provided special education services to 163 elementary level students in 14 classroom sites. These sites were staffed by 14 teachers with LD, EMI, and/or POHI certification and by six aides. Instructional programs were written for each student from objectives in six areas: psychomotor; social/emotional; language/reading/language arts; mathematics; science; and social studies. A total of 10 inservices were held.

A summary of objective attainment for the 1990-91 project year is contained in the following chart:

Objective	Attainment of Criterion
Staff employment	Yes
Instructional services/student attainment	No
Staff inservice	Yes

The staff employment and the inservice objectives were attained, but the instructional services objective was not attained.

Even though it did not attain the standards specified in the grant, the gains in academic performance evidenced by the students demonstrated that Program Expansion made a substantial contribution to their education.

PROGRAM EXPANSION: RECOMMENDATIONS

Based upon the results of this year's evalaution results, the recommendations below are offered. However, it should also be noted that these recommendations are not meant to be exhaustive; their aims may be attainable through other means. The supervisor and staff may want to consider what other means are available and should seek assistance from the Department of Evaluation, Testing, and Research.

- Examine the procedures which are being used in the program sites and determine to what extent these procedures can be adjusted to result in more successful sites.
- Review the assessment procedure to determine if too many objectives per student are being selected.
- The criterion which specifies that 75% of the students in each classroom site attain at least 70% of their individualized objectives may be too stringent. Given the small class size of each site (modal size = 10), it is quite possible that individual differences of students would be sufficient to bring a site below this cut-off. Since only one site being below this cut-off point is sufficient to reject program attainment, consideration should be given to amending the criterion to specify that 75% of the students program-wide attain at least 70% of their individualized objectives.

PROJECT FIND

Project Find[10] attempted to screen potentially handicapped people between the ages of 0 and 25 years who reside in Saginaw County. Inquires concerning services for potentially handicapped individuals came to the program through a variety of sources including parents, teachers, medical personnel, and social agency workers. These inquiries were made directly to the project coordinator who usually responded by telephone or through a home visit. At that point, a determination to either screen or refer an individual to a more appropriate agency was made. (A more complete description of the Project Find process appears in Appendix N.)

In 1990-91, a total of 224 individuals were referred to Project Find for screening, representing an increase (28.7%) from the number referred in 1989-1990 (174). Of the 224, 23 (10.3%) were carry-overs from the previous year. Carry-overs are individuals upon whom cases had been opened and action had been initiated during one year but, because of the summer hiatus, the final dispositions on their cases were deferred until the Fall of the succeeding school year.

The project's coordinator keeps a record of the activities of each referred case in a log book; one page per case (a copy of page from the coordinator's log book appears in Appendix O). Along with a place for to record the date when an activity occurred, each page also contains a place to enter target dates (i.e., dates by which an activity must occur to be within

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[10]Project Find, which has been in operation for 15 consecutive years, is the local part of a state and national effort to identify potentially handicapped individuals 25 years or younger.

the mandated time lines). An examination of the log book indicated that in 53 of 186 (28.5%) cases (which are exclusive of those cases referred to other districts/agencies), target dates were properly assigned[11].

STAFFING

A review of employment records showed that one coordinator/diagnostician, one psychologist, and one aide were hired to staff the project. This met the criteria stated in the grant.

INITIAL RESPONSES

The criteria specified in the grant was that initial responses should be made (and/or further action had been taken) on 95% of the inquiries at the time of the review. An examination of the records revealed that 100.0% of the inquiries had received some action. Based upon the data presented, this portion of the project's objectives had been attained.

OUTSIDE REFERRALS

During 1990-1991, 38 of the 224 (17.0%) inquiries were determined to be inappropriate for processing by Project Find staff: the coordinator's log book indicated that 32 (14.3%) were referred to other districts and that 6 (2.7%) were referred to other departments or agencies in this district for further action. The log book also indicated the dates of these referrals. This portion of the objective was attained.

The remaining 186 (83.0%) of 224 inquiries were appropriate for processing by Project Find staff.

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[11]The recording of target dates is not mandated by the grant, but it does provide a vehicle for planning program activities such that mandated timelines are met.

PARENT CONTACTS

To assure efficient and timely delivery of services the grant mandated that 95% of the principal care givers of the referred individuals receive an initial response (in person or by telephone or letter) to the inquiry within 10 school days of its receipt. A review of the coordinator s log book showed that the relevant parent(s)/guardian(s) were contacted within these 10 days in 153 of the 186 (82.3%) cases[12]. This objective was not attained.

THIRD PARTY CONTACTS

A Total of 151 of the 224 (67.4%) inquiries were made by third parties of which thirteen were made in conjunction with a parent (Appendix P contains a list of third party referrers). The grant proposal specified that 65% of the third party referrers were to receive a response regarding the final disposition of the case within 10 days of its disposition. In all, 106 of the 122 (86.9%) third party referred cases[13] reached a disposition. Because, as of June 1991, 84 (79.2% of the 106 cases) of the third parties were contacted, the program s third party referrer contact objective was attained. This represents a decrease from last year when 87.5% of the third parties were contacted.

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[12]This includes referrals which were "carried over" from the previous school year but not those which were referred to other districts or agencies.

[13] Ibid.

SCREENING

Of the 186 referrals which were judged to be appropriate for handling by Project Find staff, 103 (55.4%) continued to the diagnosis phase (see diagnosis heading below), 33 (17.7%) were discontinued by parental actions, 20 (10.8%) were judged not to need referral to diagnosis, and 30 (16.1%) were screened and carried over for diagnosis next year.

DIAGNOSES

The grant mandated that 100% of the clients seen for infant or pre-primary assessment will be evaluated by an individual education plan committee (IEPC) within 30 days of the date when their respective principal care takers sign a "consent to evaluate" form (unless an extension was granted). In all, 103 (55.4%) of the 186 inquiries[14] reached the IEPC phase this year. Of these, all (100.0%) were evaluated within the mandated timeline. Further, 89 of the 103 (86.4%) evaluated clients were determined to be eligible for special education services. (Appendix Q contains a frequency distribution of clients by determinations.) Thus, the program met this objective.

[14] Ibid.

PROJECT FIND: SUMMARY

Project Find received 224 inquiries for screening services during 1990-1991. Responses to these inquiries ranged from telephone or written replies to referrals and/or evaluations. Thirty-two of the inquiries were determined to be out of the district and six were found to be more appropriately served through other departments/agencies; they were properly forwarded. Of the 186 remaining inquiries, 23 were carry-overs from the previous year.

A total of 103 of these inquiries resulted in IEPC's being held. Of these, 89 (86.4%) were determined to be eligible for special education programs and/or services.

A summary of the findings of this product review is provided below.

Objective	Criterion Attained
Staffing	Yes
Initial responses	Yes
Outside referrals	Yes
Parent contacts	No
Third party contacts	Yes
Diagnoses	Yes

It can be seen that five of the six (83.3%) project objectives were attained. Still, Project Find continued to meet its primary function (locating and screening potentially handicapped individuals) well.

PROJECT FIND: RECOMMENDATIONS

Based upon the data submitted, the following recommendation is offered. Again, it should also be noted that these recommendations are not meant to be exhaustive; their aims may be attainable through other means. The supervisor and staff may want to consider what other means are available and should seek assistance from the Department of Evaluation, Testing, and Research.

- The log book should continue to be used in subsequent years. By presenting only one case per page and by listing target dates along side of occurrence dates, the log book affords an easily read record of how well the Project is attaining its objectives.

- Target dates should be more consistently used. (The sparing use of them this year may have been a partial cause of the program not attaining its parental contact objective.) A mid year review of project records should be considered to verify that this and other record-keeping tasks are being completed on time.

PRE-PRIMARY IMPAIRED PROGRAM

The Pre-Primary Impaired (PPI) program of the School District of the City of Saginaw recently completed 22 years of operation. The program is designed to meet the educational needs of three to five year-old children[15] through classroom and ancillary services.

Primarily due to the efforts of Project Find and other early identification and referral activities in the school district and community, many children needing the services this program provides were identified. To help meet the needs of these children, the district continues to receive a Preschool Incentive Grant as part of the 94 142 funding. Still, the 1990 91 grant funded only two classrooms the balance was funded locally.

The two funded classrooms, which will be the focus of this evaluation, were each staffed by a pre-primary teacher. Each also received the services of teacher aides, teacher consultants (who specialized in a handicapping area), and specialists.[16]

HIRING

Personnel records demonstrated that two teachers were hired and assigned as required by the grant. This objective was attained.

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[15]Children who have one or more of a range of handicaps: educably mentally impaired (EMI), emotionally impaired (EI), autistic impaired (AI), physically and otherwise health impaired (POHI), pre primary impaired (PPI), learning disabled (LD), speech and language impaired (SLI), and/or visually impaired (VI).

[16]They were specialists in speech and language therapy, occupational therapy, physical therapy, audiology, visual therapy, social work, and/or school psychology.

DELIVERY OF SPECIAL EDUCATION SERVICES

Program records indicated that there were 27 students between the ages of three and five enrolled in the classroom sites funded by this grant. All of these students were to receive classroom services relative to their needs. In addition, a pull out program of ancillary services provided by therapists/specialists was to be provided to those students with severe needs - the length and frequency of ancillary service each child receives varying by the child's specific need.

The students' IEP's (a blank copy appears in Appendix R) indicated that these students have diverse impairments and needs. They are summarized in Table 2 below.

TABLE 2. NUMBER AND PERCENT OF PRE-PRIMARY IMPAIRED (PPI) STUDENTS BY PRIMARY IMPAIRMENT, 1990-91.

Primary Impairment	N	%
Speech and langauage impaired (SLI)	12	(44.4)
Pre-primary impaired (PPI)	6	(22.2)
Emotionally impaired (EI)	4	(14.8)
Physically or otherwise health impaired (POHI)	3	(11.1)
Autistically impaired (AI)	1	(3.7)
Visually impaired (VI)	1	(3.7)
TOTAL	27	(99.9)*

*Rounding.

As can be seen in Table 2, while six impairment statuses were served in the two classrooms, the large majority (66.6%) were either SLI or PPI.

Services (both PPI classroom and ancillary) were designed to meet these identified needs. Table 3, below, describes the number of students who were identified to receive these services and the number and percent who received them.

Prior to examining Table 3, the reader should note that the students identified as needing therapy or social work are those whose need was sufficient to require the ancillary services of the respective therapists or social worker. During interviews with the coordinator and a classroom teacher, it was learned that all of the required services (except for special transportation) were provided, albeit to a lesser degree, by the teachers in the PPI classrooms. Further, the teachers and the ancillary service providers coordinated their activities.

TABLE 3. A COMPARISON OF THE SERVICES PRE-PRIMARY IMPAIRED (PPI) STUDENTS (N=27) WERE TO RECEIVE TO THE SERVICES RECEIVED, 1990-91.

Service	Number to Receive Service	Number and Percent Who Received Service
PPI classroom	27	27 (100.0)
Special transportation	27	27 (100.0)
Speech/langauge therapy	9	9 (100.0)
Physical therapy	4	4 (100.0)
Occupational therapy	3	3 (100.0)
Social work	1	1 (100.0)
Visual therapy	1	1 (100.0)

From a review of Table 3, it can be seen that, in all cases, 100.0% of the students who were identified as needing a service received that service. This objective was attained.

PRE-PRIMARY IMPAIRED PROGRAM: SUMMARY

During 1990 91, the PPI program provided classroom and ancillary services to students between the ages of three and five. This program was partially funded by 94 142 monies, and 27 students were served in the classrooms receiving this funding.

A summary of objective attainment for the 1990 91 project year is contained in the following chart:

Objective	Attainment of Criterion
Staff employment	Yes
Instructional services/student attainment	Yes

The staff employment and the instructional services objectives were attained.

PRE-PRIMARY IMPAIRED PROGRAM: RECOMMENDATION

Based upon these findings and information learned during the interviews, the following recommendation is offered. Again, it should also be noted that this recommendation is not meant to be definitive; its aim may be attainable through other means. The supervisor and staff may want to consider what other means are available and should seek assistance from the Department of Evaluation, Testing, and Research.

- This program has consistently been attaining its objectives, however, none of the objectives address levels of student performance. An attempt should be made to determine the levels of student mastery against the objectives specified in their individual IEP's. This could be accomplished similarly to the way it is done in Program Expansion.

APPENDICES

APPENDIX A

DEFINITION AND CRITERIA

Severely Emotionally Impaired students as defined in Rule 340.1706 of the Michigan Special Education Rules and amended by PA 541 (August, 1980) exhibit one or more of the following characteristics.

- Inability to build or maintain satisfactory interpersonal relationships within the school environment.
- Inappropriate types of behavior or feelings under normal circumstances.
- General pervasive mood of unhappiness or depression.
- Tendency to develop physical symptoms or fears associated with personal or school problems.
- Demonstration of maladaptive behaviors related to schizophrenia, autism, or similar disorders. (Does not include persons who are socially maladjusted unless it is determined that such persons are emotionally impaired.)

Local criteria (in addition to those specified above) for student placement in the Saginaw SEI program include:

- Having been previously IEPC'd as EI.
- Not being able to benefit from an EI program in the home district.
- Parental participation in placing the student at the Holland Education Center.

APPENDIX B

BEHAVIOR MODIFICATION SYSTEM

LEVEL I

Behavior Description:

a. Disruptive to class
b. Disruptive to property
c. Physically abusive
d. Verbally abusive
e. Manipulative
f. Irregular attendance
g. Withdrawn

Rights and Privileges:

a. All activities in building; no off-ground activities.
b. Work done in assigned seat, out of seat only with permission.
c. No snack item.
d. May not participate in Friday activity.
e. No free time activities.
f. Staff chooses problem area to be worked on each week.
g. Movement to Level II: two consecutive weeks of 75% or better.

LEVEL II

Behavioral Description:

a. Can interact positively with staff and peers at times.
b. Can show respect for rights and privileges of others.
c. Contributes in group situations.
d. Can accept responsibility for their own negative behavior at times.

Rights and Privileges:

a. All lower level privileges.
b. Eligible for off-grounds activities with 75% point average and staff permission (Friday activity).
c. Earns free time activity if work is complete and corrected.
d. May choose own seat in class.
e. Snack available each day at start of day.
f. May leave building with staff permission.
g. Staff chooses problem area to be worked on each week.
h. Outside activities escorted by staff or Level IV, V, or VI.
i. Movement to Level III: three consecutive weeks of 80% or better.
j. Movement to Level I: less than 51% of points.

LEVEL III

Behavioral Description:

a. Can accept responsibility for running errands.
b. Shows acceptable behavior on activities.
c. Willingness to work on goals.
d. Resists negative peer pressure.
e. Shows introspective skills (able to examine their own behavior).
f. Shows self motivation.

Rights and Privileges:

a. All lower level privileges.
b. Able to run errands for staff.
c. Eligible for off-grounds activities with 75% of points.
d. May have snack whenever desired.
e. Breaks within building need not be earned, unsupervised upon informing teacher.
f. May leave building after informing staff.
g. Eligible for placement on a job.
h. Staff chooses problem area to be worked on each week.
i. Movement to Level IV: three consecutive weeks of 85% of points or better.
j. Movement to Level II: less than 51% of points.
k. Smoke outside.
l. Go to store on break.

LEVEL IV

Behavioral Description:

a. Responsibility for behavior during unsupervised times.
b. Shows initiative in all areas.
c. Puts pressure on peers--shows leadership.
d. Shows initiative in talking with staff about problems.

Rights and Privileges:

a. All lower privileges apply.
b. Earns Friday activities with 75% of points.
c. Takes classroom responsibilities, assists teacher with teaching duties and with Level I and II students.
d. A pair of gym shoes earned.
e. Staff chooses problem area to be worked on each week.
f. Movement to Level V: three consecutive weeks of 90% or better.
g. Movement to Level III: less than 51% of points.

LEVEL V

Behavioral Description:

a. Promotes positive atmosphere at all times.

Rights and Privileges:

a. All lower level privileges.
b. Student chooses problem area to work on each week.
c. Student gives points to self with staff consultation.
d. Able to help plan own academic work with staff input.
e. More classroom responsibility, high priority for errands.
f. One lunch per week out of building.
g. Earns Friday activities with 75% of points.
h. Plans for return to regular school building begin.
i. Movement to Level VI: three consecutive weeks of 90% or better.
j. Movement to Level IV: less than 51% of points.

LEVEL VI

Behavioral Description:

a. Using leadership capabilities to help resolve problems between peers.
b. Responsible for all actions.
c. Emphasis on how to solve problems in the new school (academic and behavioral).

Rights and Privileges:

a. All lower level privileges.
b. Individualized programs, determined by student and staff.
c. Increased responsibility.
d. Begin mainstreaming in other school programs.
e. Guarenteed outside activities
f. Movement to Level V: unsuccessful experience in other school program, or violation of Policies and Procedures of Saginaw Public Schools.

APPENDIX C

TABLE C.1. LOW/HIGH BEHAVIORAL LEVELS AND CHANGE FOR SEI STUDENTS ENROLLED EIGHTEEN OR MORE WEEKS (N = 31), 1990-91.

	Behavioral Levels*		
Student	Lowest	Highest	Behavioral Change
A	2	3	1
B	2	2	0
C	1	3	2
D	1	1	0
E	1	2	1
F	2	4	2
G	1	2	1
H	1	1	0
I	2	4	2
J	1	4	3
K	1	3	2
L	2	4	2
M	2	3	1
N	2	1	-1
O	2	6	4
P	1	2	1
Q	2	3	1
R	2	3	1
S	1	1	0
T	2	2	0
U	2	1	-1
V	2	2	0
W	2	6	4
X	2	3	1
Y	2	3	1
Z	2	4	2
AA	2	6	4
BB	2	6	4
CC	1	3	2
DD	1	3	2
EE	1	3	2
Average	1.6	3.0	1.4
Standard Deviation	0.5	1.5	1.4

*Appendix B contains a description of the behavioral codes.

APPENDIX D

EMPLOYERS OF SEI STUDENTS

- Artie's Flower Shop
- Baillie Elementary School
- Dale's Automotive Service Center
- Holland Education Center
- Holliday Inn
- Michigan Avenue Veterinary Clinic
- Millet Learning Center
- Ross Farms
- Salina Elementary School
- Saint Mary's Cathedral
- Taco Bell

JOBS HELD BY SEI STUDENTS

- Bus aide
- Custodial assistant
- Farm hand
- Flower arranger
- Mechanic's assistant
- Stock clerk
- Store keeper
- Veterinarian's assistant

APPENDIX E

TABLE E.1. TOTAL CONSECUTIVE MONTHS OF EMPLOYMENT BY SEI STUDENTS*, 1990-91.

Consecutive Months Employed	Count of Students
0.0	10
0.5	0
1.0	0
1.5	0
2.0	0
2.5	0
3.0	3
3.5	0
4.0	2
4.5	1
5.0	2
5.5	0
6.0	1
6.5	0
7.0	1
7.5	0
8.0	8
3.9 = Average months of consecutive employment (with a standard deviation of 3.3)	28

* Students who were enrolled by February 1, 1991 and completed 18 weeks in the program this year.

APPENDIX F

1990-91 SEI ACTIVITY DAY ACTIVITIES.*

A. DINING

- --Breakfast/lunch/pancakes (at Holland Education Center)
- --Caramel apples (with VCR movie)
- --Restaurants
  - --Denny's
  - --Little Caesar's
  - --McDonald's
- --Picnic
- --Thanksgiving dinner

B. SPORTS

- --Bowling
- --Go-karts/putt-putt golf
- --Video games

C. TOURING

- --Dow Chemical
- --Foundry
- --Wurtsmith AFB

D. TRIPS

- --Art Fair (at Fashion Square Mall)
- --Auto World
- --Boblo Island

E. VIEWING MOVIES (VCR)

---

*Many of the activities occurred more than once throughout the year.

APPENDIX G

TABLE G.1. SEI STAFF INSERVICE ATTENDANCE, 1990-91.

Inservice	Number present
1	5
2	4
3	5
4	3
5	5
6	5
7	5
Average Attendance Count (Standard Deviation)	4.6 (0.7)

APPENDIX H

TOPICS ADDRESSED AT 1990-91 SEI STAFF INSERVICES.

- Inclusive education for SEI students
- Programming for SEI students
- Instructional supplies and materials
- IEP forms and instructions
- Individualization of the instructional services
- Mainstreaming procedures
- Secondary special education curriculum
- Appropriate placement of students
- Referrals for self-contained programs
- The IEP process
- Monitoring caseloads
- IEPC meetings for handicapping conditions on recommended long term suspension
- Open enrollment
- Preparation for annual review
- Full day programming for students

APPENDIX I

TABLE I.1. NUMBER AND PERCENT OF SEI HOME CONTACTS, BY MONTH, 1990-91.

Month	Students Enrolled	Number and Percent of Students with Home Contacts	Criterion* Met/Unmet
September	27	27 (100.0)	Met
October	29	29 (100.0)	Met
November	32	32 (100.0)	Met
December	31	31 (100.0)	Met
January	32	29 (100.0)	Met
February	32	32 (100.0)	Met
March	31	31 (100.0)	Met
April	33	33 (100.0)	Met
May	34	34 (100.0)	Met
June	32	32 (100.0)	Met
Average	31.3	31.3 (100.0)	Met

*Criterion: During each month, home contacts will be made for at least 90% of the students enrolled.

APPENDIX J

ANNUAL GOALS AND SHORT TERM INSTRUCTIONAL OBJECTIVES
Saginaw Elementary Special Education Department

STUDENT_____ S.S._____ IEP DATE_____

Goals and objectives selected for this student will be assessed at least annually and/or during the month of May and as often as necessary to determine student needs. Progress is determined by Brigance Inventories, formal or informal teacher tests or teacher observations. This information will be discussed during the IEPC meeting. Unless otherwise indicated mastery of objectives is 75%.

PSYCHOMOTOR

GOAL: I ( ) The student will develop gross motor skills
( ) A. (See adaptive P.E. goals and objectives)
( ) B. OTHER_____

GOAL: II ( ) The student will develop fine motor skills
( ) A. Develop pre-writing skills
( ) B. Develop handwriting skills
(see Reading/Language Goal VI).
( ) C. OTHER_____

GOAL: III ( ) The student will develop perceptual motor skills
( ) A. Improve body image
(see Language/Readiness Goals & Objectives)
( ) B. Improve visual motor integration
( ) C. OTHER_____

SOCIAL EMOTIONAL

GOAL: I ( ) The student will demonstrate interpersonal growth
( ) A. Improve adaptive behavior
( ) B. Show improvement in impulse control
( ) C. Demonstrate a sense of reality
( ) D. Improve self concept and self confidence
( ) E. Show regard for personal welfare
( ) F. OTHER_____

GOAL: II ( ) The student will demonstrate interpersonal growth
( ) A. Demonstrate appropriate behaviors in peer/adult relationships
( ) B. Demonstrate responsible behaviors
( ) C. Demonstrate growth in social speech
( ) D. OTHER_____

GOAL: III ( ) The student will improve work habits
( ) A. Improve attendance and promptness
( ) B. Improve ability to focus and maintain attention
( ) C. Improve ability to follow directions
( ) D. Show ability to complete assigned work
( ) E. OTHER_____

LANGUAGE/READING/LANGUAGE ARTS

GOAL: I ( ) The student will improve language skills
( ) A. Improve readiness skills
( ) B. Improve syntax and fluency
( ) C. Improve listening skills
( ) D. OTHER_____

GOAL: II ( ) The student will increase word recognition
( ) A. Increase sight word vocabulary
( ) B. Increase functional word recognition
( ) C. OTHER_____

GOAL: III ( ) The student will increase word analysis ability
( ) A. Identify/pronounce letter sounds
( ) B. Read word families
( ) C. Read affixes
( ) D. Improve syllabication skills
( ) E. Increase knowledge of word meaning
( ) F. OTHER_____

GOAL: IV ( ) The student will improve oral reading
( ) A. Improve fluency
( ) B. Improve expression
( ) C. OTHER_____

GOAL: V ( ) The student will improve oral and silent reading comprehension skills
( ) A. Improve literal comprehension
( ) B. Improve interpretive comprehension skills
( ) C. Improve critical comprehension skills
( ) D. OTHER_____

GOAL: VI ( ) The student will improve written expression
( ) A. Improve handwriting skills
( ) B. Improve spelling abilities
( ) C. Improve usage of capitalization punctuation
( ) D. Identify/use parts of speech
( ) E. Improve creative expression
( ) F. Improve ability to complete functional for
( ) G. OTHER_____

GOAL: VII ( ) The student will improve reference and study skills
( ) A. Improve alphabetizing skills
( ) B. Improve ability to locate information
( ) C. Improve outlining skills
( ) D. OTHER_____

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APPENDIX J

ANNUAL GOALS AND SHORT TERM INSTRUCTIONAL OBJECTIVES
Saginaw Elementary Special Education Department

STUDENT_____ B.D._____ IEP DATE_____

Goals and objectives selected for this student will be assessed at least annually and/or during the month of May and as often as necessary to determine student needs. Progress is determined by Brigance Inventories, formal or informal teacher tests or teacher observations. This information will be discussed during the IEPC meeting. Unless otherwise indicated mastery of objectives is 75%.

MATHEMATICS

GOAL: I ( ) The student will develop math readiness skill
- ( ) A. Numeral comprehension
- ( ) B. Forms sets and understands one to one correspondence
- ( ) C. Recognizes basic geometric forms
- ( ) D. OTHER_____

GOAL: II ( ) The student will increase math number skills
- ( ) A. Recognize and read numbers
- ( ) B. Write numbers in numerical order
- ( ) C. Increase numeration skills (ie: >, <, =, etc.)
- ( ) D. Develop place value skills
- ( ) E. OTHER_____

GOAL:III ( ) The student will develop math operation skills
- ( ) A. Increase addition skills
- ( ) B. Increase subtraction skills
- ( ) C. Increase multiplication skills
- ( ) D. Increase division skills
- ( ) E. Develop the ability to identify and use fractions and decimals
- ( ) F. OTHER_____

GOAL: IV ( ) The student will increase measurement skills
- ( ) A. Measure in units
- ( ) B. Tell time
- ( ) C. Read and use a calendar
- ( ) D. Develop money skills
- ( ) E. Read Thermometer
- ( ) F. Read charts and graphs
- ( ) G. OTHER_____

GOAL: V ( ) The student will develop math vocabulary skills
- ( ) A. Understands ordinal numbers (1st, 2nd, 3rd, etc.)
- ( ) B. Understands basic math vocabulary
- ( ) C. OTHER_____

GOAL VI ( ) The student will improve math problem solving ability
- ( ) A. Story problems
- ( ) B. OTHER_____

SCIENCE

GOAL: I ( ) The student will increase knowledge of science
- ( ) A. Increase knowledge of earth science
- ( ) B. Increase knowledge of life science
- ( ) C. OTHER_____

SOCIAL STUDIES

GOAL: I ( ) The student will increase knowledge of American/World Life
- ( ) A. Improve knowledge of family life
- ( ) B. Improve knowledge of community life
- ( ) C. Increase knowledge of history and government
- ( ) D. OTHER_____

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TABLE K.1. PROGRAM EXPANSION: PERCENT OF OBJECTIVES MASTERED, BY STUDENT AND SITE, 1990-91.

Student	PROGRAM SITE 1	2	3	4	5	6	7	8	9	10	11	12	13	14
A	84.6	27.6	100.0	23.1	66.7	100.0	7.1	100.0	100.0	11.1	100.0	100.0	93.8	60.0
B	75.0	84.0	100.0	30.0	53.8	87.0	31.8	83.9	100.0	66.7	85.7	100.0	60.5	30.4
C	100.0	100.0	100.0	38.1	43.5	66.7	38.5	94.9	95.5	25.0	100.0	100.0	92.3	35.1
D	68.0	100.0	92.6	3.3	84.2	100.0	36.4	100.0	57.1	100.0	85.7	100.0	100.0	50.0
E	100.0	100.0	100.0	8.3	69.6	96.4	60.9	100.0	100.0	59.4	100.0	100.0	82.5	58.3
F	94.4	100.0	100.0	52.6	100.0	63.6	28.6	80.6	33.3	34.4	100.0	100.0	100.0	37.5
G	72.7	82.0	100.0	50.0	70.0	96.6	55.6	100.0	100.0	0.0	100.0	100.0	96.3	83.3
H	80.0	80.0	100.0	13.0	69.2	53.6	20.0	100.0	83.3	0.0	100.0	100.0	62.5	75.0
I	76.5	95.0	100.0	31.8	90.0	100.0	27.8	93.1	100.0		94.7	72.2	71.9	50.0
J	66.7	33.3	95.7	80.0	75.0	96.2	21.7	100.0	100.0		100.0	100.0	100.0	
K			91.7	100.0	62.5	100.0	40.0		96.4			100.0		
L				91.7	85.0	100.0	16.2		95.2			100.0		
M					100.0	96.7	11.5		94.1					
N					50.0	100.0	6.9		76.9					
O					66.7				77.8					
P					100.0				92.9					
Q					69.9									
% Stds Met 70% Criteria	90.0	80.0	100.0	25.0	47.1	78.6	0.0	100.0	87.5	12.5	100.0	100.0	80.0	22.2
Criteria Achieved?	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No

APPENDIX L

TABLE L.1. QUARTILE DISTRIBUTION OF OBJECTIVE ATTAINMENT FOR PROGRAM EXPANSION STUDENTS BY CLASSROOM SITE, 1990-91.

Program Site	Number and Percent of Students				
	First Quartile (0-24.9%)	Second Quartile (25-49.9%)	Third Quartile (50-74.9%)	Fourth Quartile (75-100%)	Total*
1	0 (0.0)	0 (0.0)	3 (30.0)	7 (70.0)	10 (6.1)
2	0 (0.0)	2 (20.0)	0 (0.0)	8 (80.0)	10 (6.1)
3	0 (0.0)	0 (0.0)	0 (0.0)	11 (100.0)	11 (6.7)
4	4 (33.3)	3 (25.0)	2 (16.7)	3 (25.0)	12 (7.4)
5	0 (0.0)	1 (5.9)	9 (52.9)	7 (41.2)	17 (10.4)
6	0 (0.0)	0 (0.0)	3 (21.5)	11 (78.5)	14 (8.6)
7*	6 (42.9)	6 (42.9)	2 (14.3)	0 (0.0)	14 (8.6)
8	0 (0.0)	0 (0.0)	0 (0.0)	10 (100.0)	10 (6.1)
9*	0 (0.0)	1 (6.3)	1 (6.3)	14 (87.5)	16 (9.8)
10	3 (37.5)	2 (25.0)	2 (25.0)	1 (12.5)	8 (4.9)
11	0 (0.0)	0 (0.0)	0 (0.0)	10 (100.0)	10 (6.1)
12	0 (0.0)	0 (0.0)	1 (8.3)	11 (91.7)	12 (7.4)
13	0 (0.0)	0 (0.0)	3 (30.0)	7 (70.0)	10 (6.1)
14*	0 (0.0)	3 (33.3)	4 (44.4)	2 (22.2)	9 (5.5)
Total	13 (8.0)	18 (14.1)	30 (18.4)	102 (62.6)	163 (100.0)
Cumulative Total	13 (8.0)	31 (19.0)	61 (37.4)	163 (100.0)	163 (100.0)

* This column/row does not sum to 100.0% due to rounding.

APPENDIX M

TABLE M.1. FREQUENCY DISTRIBUTION OF INSERVICE ATTENDANCE BY PROGRAM EXPANSION STAFF MEMBERS, 1990-91.

Teacher	Number Attended
A	7
B	7
C	7
D	7
E	6
F	7
G	4
H	4
I	7
J	5
K	5
L	8
M	4
N	7
Average (Standard Deviation)	6.1 (1.3)

APPENDIX N

THE PROJECT FIND PROCESS

There are four major steps in the Project Find process.[17] They include inquiry, screening, evaluation, and individual educational planning and placement committee (IEPC) case disposition. Each is presented below with a brief description.

Inquiry. Inquiries regarding Project Find services come from a variety of sources including, parents, teachers, medical personnel, and agencies. These inquiries come directly to the coordinator. Responses to these inquiries were usually accomplished by telephone or home visit. At this point, a determination to either screen or refer an individual to a more appropriate department or agency is made.

Screening. Observation and assessment are the primary components of this phase. At the completion of screening, a staffing is held. A report with recommendations is then prepared to determine what, if any, future action should be taken. If more in-depth assessment is warranted, arrangements are made for processing a formal special education referral.

Evaluation. Evaluation is designed to look more comprehensively at the child. The evaluation is based upon the individual's suspected disability and/or presenting symptoms. Assessment by psychologists, social workers, speech and language pathologists, occupational and physical therapists, diagnostic teachers, etc., may be included in the evaluation. At the completion

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[17] These steps are presented to provide greater understanding and lend meaning to the findings presented elsewhere in this report.

of evaluation, a multi-disciplinary team (MDT) report is prepared for review at a subsequent IEPC meeting.

IEPC Meeting. Having reviewed all documentation, IEPC participants make an eligibility determination for the client. If found to be eligible for special education services, an individual instructional program is then prepared for the student.

A case may be terminated at any point during the process. Reasons for termination may include parental request to terminate, clients not appearing for scheduled screenings and/or evaluations, results of screenings and/or evaluations not warranting any further action, clients ruled ineligible for services, or clients moving from the school district.

PROJECT FIND COORDINATOR'S LOG

APPENDIX O

* Carry Over From Last Yea
* Carry Over To Next Year
✓ File Closed
All Data Recorded

NAME: _____

B.D.: _____

INQUIRY

Source(s) _____

Date Received _____

Parent Contact Target Date _____

Parent Contact Actual Date _____

SCREENING

Infant: Date _____

Preprimary: Date _____

Other: (specify) _____

Terminated: Date and Comments _____

_____

_____

EVALUATION AND IEPC

Referral and Consent Date _____

MDT Meeting Date _____

IEPC Target Date _____

IEPC Actual Date _____

Extension Letter Date _____

Eligibility Determination _____

Third Party Feed Back Date _____

APPENDIX P

SOURCES OF THIRD PARTY REFERRALS TO PROJECT FIND IN 1990-91.

Personnel from the following organizations:

- Association for Retarded Children (ARC)
- Blue Care Network
- Child and Family Services of Saginaw
- Child Guidance Clinic
- Crippled Children's Association
- Family First
- Group Health Service
- Head Start
- Janes Street Clinic
- Kindercare
- Medicaid
- Mott Community Hospital
- Saginaw County Child Development Center
- Saginaw County Department of Mental Health
- Saginaw County Department of Public Health
- Saginaw County Department of Social Services
- Saginaw General Hospital
- Saginaw Psychological Services
- Saginaw Valley Hearing Clinic
- School District of the City of Saginaw
- Teen Parent Support
- University of Michigan Hospital
- Westland Clinic
- Women with Infant Children (WIC)

Individuals:

- Audiologists
- Nurses (registered and licensed)
- Occupational therapists
- Physical therapists
- Physicians/peditricians
- Program supervisors
- Psychologists
- Social workers
- Teachers
- Teacher consultants

APPENDIX Q

TABLE Q.1. NUMBER AND PERCENT OF ELIGIBILITY CATEGORY DETERMINATIONS FOR PROJECT FIND CLIENTS, 1990-91.

Eligibility Category	Number and Percent of Determinations
Speech and language impaired (SLI)	51 (49.5)
Pre-primary impaired (PPI)	20 (19.4)
Physically & otherwise health impaired (POHI)	5 (4.8)
Severely multiply impaired (SXI)	4 (3.9)
Autistic impaired (AI)	3 (2.9)
Educable mentally impaired (EMI)	3 (2.9)
Trainable mentally impaired (TMI)	1 (1.0)
Emotionally impaired (EI)	1 (1.0)
Visually impaired (VI)	1 (1.0)
Ineligible	13 (12.6)
No eligibility noted in log	1 (1.0)
Total	103 (100.0)

EARLY CHILDHOOD PROGRAM
SCHOOL DISTRICT OF THE CITY OF SAGINAW
DIVISION OF PUPIL PERSONNEL SERVICES

NAME _____ SCHOOL YEAR _____ DATE _____

The following GOALS AND OBJECTIVES were developed specifically to correspond with the curriculum of the EARLY CHILDHOOD PROGRAM and should be utilized whenever program and service goals are written for an ECP student. The initial or continuing IEP (Individual Educational Program) summary will be the primary place that these goals and objectives will be used. They are not intended to be all inclusive but should provide a consistent, appropriately written format that meets most needs. In all cases, they should be used selectively and should be related to a student's specific needs.

A. PRE-AMBULATORY MOTOR SKILLS AND BEHAVIORS

_____1. Supine (back) position
_____2. Prone (stomach) position
_____3. Sitting position
_____4. Standing position
_____5. Other:

B. GROSS MOTOR SKILLS AND BEHAVIORS

_____1. Standing
_____2. Walking
_____3. Stairs and climbing
_____4. Running
_____5. Jumping
_____6. Hopping
_____7. Kicking
_____8. Balance board
_____9. Catching
_____10. Rolling and throwing
_____11. Ball bouncing
_____12. Rhythm
_____13. Wheel toys
_____ Other:

C. FINE MOTOR SKILLS AND BEHAVIORS

_____1. General eye/finger/hand manipulative skills
_____2. Block tower building
_____3. Puzzles
_____4. Pre-handwriting
_____5. Draw-a-person
_____6. Designs
_____7. Cutting with scissors
_____8. Painting with brush
_____9. Clay
_____10. Other:

D. SELF HELP SKILLS

_____1. Feeding/eating
_____2. Undressing
_____3. Dressing
_____4. Unfastening
_____5. Fastening
_____6. Knows front and back of clothes
_____7. Knows when clothes are inside out and turns if needed
_____8. Toileting
_____9. Bathing
_____10. Grooming
_____11. Household chores
_____12. Other:

E. PRE-SPEECH

_____1. Receptive language
_____2. Gestures
_____3. Vocalization
_____4. Other:

F. SPEECH AND LANGUAGE SKILLS

_____1. Syntax (sentence structure)
_____2. Sentence length
_____3. Personal data responses
_____4. Social speech
_____5. Verbal direction
_____6. Picture vocabulary: Points to p cture vocabulary: Names
_____7. Articulation of sounds: Initial posit on Articulation of sounds: Final position
_____8. Repeats numbers
_____9. Sentence memory
_____10. Singing
_____11. Other:

G. GENERAL KNOWLEDGE AND COMPREHENSION

_____1. Body parts: receptively (understanding) Body parts: expressively (talking)
_____2. Colors
_____3. Design concepts
_____4. Time concepts
_____5. Quantitative concepts
_____6. Directional/positional concepts
_____7. Sorts: by color
_____ Sorts: by shape
_____ Sorts: by size
_____8. Weather
_____9. Classifying
_____10. Knows what to do in different situations
_____11. Knows use of objects
_____12. Knows function of community helpers
_____13. Knows where to go for services
_____14. Other:

H. READINESS

_____1. Responses to and experience with books
_____2. Visual discrimination
_____3. Recites alphabet
_____4. Upper case letters
_____5. Lower case letters
_____6. Other:

I. BASIC READING SKILLS

_____1. Auditory discrimination
_____2. Initial consonants with pictures
_____3. Initial consonants visually
_____4. Initial consonants auditorily
_____5. Vowels
_____6. Short vowel sounds
_____7. Long vowel sounds
_____8. Reads color words
_____9. Reads number words
_____10. Reads common signs
_____11. Reads at grade level
_____12. Other:

White-Director
Canary-Parent
Pink-CA 60
Goldenrod-Supervisor

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J. MANUSCRIPT WRITING

_____1. Prints personal data
_____2. Prints upper case letters sequentially
_____3. Prints lower case letters sequentially
_____4. Prints upper case letters dictated
_____5. Prints lower case letters dictated
_____6. Prints simple sentences
_____7. Quality of manuscript writing
_____8. Other:

K. MATH

_____1. Number concepts
_____2. Counts by rote to
_____3. Reads numerals
_____4. Numeral comprehension
_____5. Ordinal position
_____6. Numerals in sequence
_____7. Writes preceding and following numerals
_____8. Writes numerals dictated
_____9. Addition combinations
_____10. Subtraction combinations
_____11. Recognition of money
_____12. Time
_____13. Other:

L. SOCIAL COMPETENCY SKILLS

_____1. Identification
_____2. Using names of others
_____3. Greeting other children
_____4. Using equipment safely
_____5. Reporting accidents
_____6. Continuing in activities
_____7. Performing tasks
_____8. Following verbal instructions
_____9. Following new instructions
_____10. Remembering instructions
_____11. Making explanation to other children
_____12. Communicating wants
_____13. Borrowing
_____14. Returning property
_____15. Sharing
_____16. Helping others
_____17. Playing with others
_____18. Initiating involvement
_____19. Initiating group activities
_____20. Giving direction to play
_____21. Taking turns
_____22. Reaction to frustration
_____23. Dependence upon adults
_____24. Accepting limits
_____25. Effecting transitions
_____26. Changes in routine
_____27. Reassurance in public places
_____28. Response to unfamiliar adults
_____29. Unfamiliar situations
_____30. Seeking help
_____31. Other:

M. ALTERNATIVE COMMUNICATION

_____1. Fingerspelling
_____2. Manual language
_____3. Speech reading
_____4. Hearing Aid use
_____5. Use of Auditory Trainer
( )Desk ( )Loop ( )FM
_____6. Communication board
_____7. Handi-voice
_____8. Cued Speech
_____9. Others:

These goals and instructional objectives correspond with the Brigance Inventory of Early Development (0-7), the California Social Maturity Scale, and selected parts of the BCP (Behavioral Characteristic Progression) program. These, along with teacher observations, are the basics for assessment and instruction in the Early Childhood program. Evaluation of progress, using these instruments and observations, is an on-going process and is charted at least once a year, generally in the Spring.

White-Director
Canary-Parent
Pink-CA 60
Goldenrod-Supervisor

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